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ABSTRACT

Emphasizing the newspaper's influence on people's lives and opinions and its role in preserving a democratic government, this teaching guide attempts to promote student understanding and appreciation of the functions, service, and responsibilities of the press. Units for grades 7-12 focus on particular aspects of the newspaper: introduction to the purposes and content of a newspaper (grade 7); study of the history of newspapers and of news analysis (grade 8); how to read, use, and write for a newspaper (grade 9); history of the American press, the obligation of the press to the community, and the responsibilities of citizens in maintaining a free press (grade 10); examination of the nature, techniques, and kinds of propaganda (grade 11); and comparative study and content analysis of newspapers (grade 12). Reading, writing, speaking, and listening skills are emphasized in specific classroom activities suggested for each grade. A bibliography of books and films, with some annotations, is included. (JMC)

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Units on

The Study of the Newspaper

for

English Classes

Grades 7-12

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and

A Content Analysis of Newspapers
and Magazines

Bibliography for Teachers and for Students

Reprinted June 1966

Introduction

The newspaper is one of the most important media of mass communication exerting a powerful influence on our lives. In a democracy a free press plays a dominant role in preserving the democratic form of government. Readers as well as editors and publishers must realize both the need for having a responsible free press and the duties each group has in keeping the press free.

As teachers in a democracy we should utilize the opportunities to lead young people into an understanding of this medium of communication, of its functions and service as well as its responsibility to society. In addition, we should recognize the newspaper as a valuable tool, a living textbook, to use in teaching students to read critically. This study of the newspaper should open new avenues for the students that enable them to broaden their horizons by reading more widely guided by standards and by listening more critically so that students can weigh issues facing the world and make wise and objective decisions.

Certainly the newspaper gives vitality to learning. Since language is changing constantly, the newspaper becomes a stimulating and interesting source to use for studying the changes occurring in our language. Also, the newspaper with its many examples of writing enables students to evaluate good writing and to observe the power of well-written communication. Not only through the study of the written word but also through the sharing orally of material found in the newspapers students can recognize the newspaper as a vital force in the learning

process. In the newspaper students can find varied materials to share with classmates in different speech activities to stimulate other students' thinking and to widen their interests.

Finally, the need to study the newspaper in classes seems imperative when we realize that for many of our students the newspaper will be the main source of reading in their adult lives. Let us remember as our guide Thomas Jefferson's words "When the press is free and every man is able to read, all is safe."

Foreword

The following units are designed for use in English Classes especially in grades 7-12. The units purposely have been developed with many activities so that teachers might select the aspects of the unit that fit their respective classes.

Seventh Grade Unit on the Newspaper

Here's the Press!

I. Objectives

A. General Objectives

1. To learn how to read a newspaper.

2. To realize through study the importance of the newspaper as a source of information.

3. To become familiar with various sections of newspapers and their appeal to different readers.

4. To study the effect of emotional, slanted words in headlines, news, editorials, advertising.

B. Specific Objectives - Developing skills in

1. Reading

a. Skimming

b. Scanning

c. Studying

d. Selecting the best title.

e. Choosing main ideas.

f. Getting the facts.

g. Differentiating between facts and opinions.

h. Drawing conclusions.

i. Enlarging vocabulary.

2. Writing

a. Engaging in various types of writing--precis, news, editorials, feature articles, human interest stories, letters to the editor.

b. Studying examples of effective factual and creative writing.

c. Learning the parts of speech and the importance of their function in communicating ideas in a student's pursuit of reading and writing assignments.

3. Speaking

   a. Reporting on news and feature stories clearly and expressively.

   b. Participating in discussions intelligently and courteously.

4. Listening

   a. Listening purposefully to enrich one's knowledge by getting main ideas and supporting details from talks and discussions.

   b. Listening critically for faulty evidence, hasty generalizations.

   c. Listening to follow directions accurately.

II. Content Outline

A. Study of what a newspaper is and what its services are to the family, community, state and nation.

B. Learning how to read a newspaper.

C. Study of the sections of a newspaper and setting up standards to evaluate articles.

1. News

2. Editorials and Cartoons.

3. Special Departments.

a. Art news

b. Book Reviews

c. Business - Finance

d. Health

e. Hobby

f. Radio - TV

g. Sports

h. Theater and Music

i. Travel

j. Women's news

4. Advertisements

5. Comics

III. Activities

A. Initiatory Activities

1. Have on the bulletin boards newspaper sections labeled attractively and plainly. Discuss the display and find out the students' favorite sections of a newspaper.

What's Happening NEWS	What Do You Think? What Do Others Think? EDITORIALS	What to Buy? ADVERTISING What to Sell?
How to Fix It, Sew, Cook SPECIAL FEATURES Advice to You	What's the Score? SPORTS	ENTERTAINMENT
What's the Forecast? WEATHER	How's Business? FINANCE What's the Market?	Who's Born? VITAL STATISTICS Who Died?

2. Point out how these sections reveal the functions of a newspaper. List newspaper vocabulary for study. Start spelling lists--e.g. headline, by-line, editorial, lead, make-up et al.

3. Have students bring in examples of each section properly labeled. Discuss the purpose of each section. Students should be putting material discussed in a notebook devoted to the study of the newspaper.

B. Development of Unit

NEWS

1. Have students bring in news stories. Discuss how a news story is written--an inverted pyramid with 5 w's--who, where, when, what, why and how. All these pertinent points are brought out in the lead, the first paragraph of a news article. Emphasize the usefulness of knowing how news articles are constructed in relation to the reader getting the facts in a hurry. Time students in reading a news article and listing the main ideas.

2. Have students mark up current newspapers in this way for several days and then answer these questions:

   World News National News Local News

   a. What percentage of the front page is given to foreign news, national news, local news?

   b. Where in the paper besides on the front page does one find local news?

   c. Who has written the news? Foreign, national, local?

   d. Where did the news come from? What news service was used?

3. Have students report on news services--e.g. AP, UPI, N. Y. Times, Chicago Tribune.

4. Have students pick out well written news stories and underline vivid, forceful words used.

5. Have each student bring in an appropriate news story and share it accurately and animatedly in front of the class. Evaluate the news article for interest, accuracy, truthfulness. Also evaluate students' presentations.

6. Have students bring in news stories without captions or headlines being attached; however owners should keep headlines. Have students exchange news stories and write headlines or captions for them. Compare original captions with those made by students. Emphasize the importance of a headline fitting the news article and yet being eye-catching. Stress also the possibility and danger of slanted headlines.

7. Have students collect descriptive, appropriate, slanted and misleading inappropriate headlines and tell in written or oral summaries reasons for their classifying the headlines as descriptive, appropriate etc.

8. Have students write a news story on a local happening--in school, at home etc. After students have finished writing the stories, have them work in groups evaluating each other's news stories for

   a. Interest

   b. Accuracy

c. Truthful account - objectivity

d. Freedom from opinion

e. Well-written sentences and vivid, forceful and precise words

Have best news stories read aloud and posted on bulletin board.

9. Have students clip appealing pictures and write a human interest story to accompany the picture. On the back of the paper have students tell what emotions the pictures were arousing in the reader. Post best stories.

EDITORIALS 10. Have students study editorial pages of the same issues studied in connection with news stories. Note the following:

a. Was there any tie-up with the important news stories?

b. Did the editorials give any helpful ideas to understanding the news.

c. In what ways did the editor reveal his opinions?

d. Were there any letters to the editor disagreeing with the editor's opinion on the same news subject?

e. What stand did the editor take?

11. Have students study other editorials that deal with a community problem. Note the following and do as directed:

a. What is the problem?

b. List facts given and opinions stated in separate columns.

for	against	for	against

c. Why might the newspaper take such a stand? Owner of paper, political affiliation, for the good of the community?

d. Find out more about the problem. Tell source of added information (backgrounding the news).

e. Write a letter to the editor on the subject.

SPECIAL DEPARTMENTS

12. Have students select interesting articles from special departments, give talks based on information secured from the article and tell how the article was written, to whom the article was appealing, and the value of such articles. The student may want to follow up the article with more detailed information to share in written essays or oral presentation--e.g., hobbies, science, medicine, advice, fashions.

13. Have students bring in special feature articles regularly appearing in local papers and list names of writers of these feature articles. If possible, have student find out qualifications of writers. Study the style of the writers.

14. Have students organize into several groups to write different types of newspaper articles based on happenings at and ideas from school: news, features, editorials, sports, human interest, fashions et al. Have a group do critical evaluating of articles for informativeness, conciseness, clarity, accuracy, truthfulness, freedom from opinion (except for editorials), colorfulness, choice of words, accuracy in spelling, punctuation, capitalization.

15. Next have students use the most interesting articles from the preceding assignment and plan a broadcast. Have listeners write summaries of stories heard and evaluation of oral presentation of performers. Have students note how news becomes more "shaded" when the human voice gives inflection and force to it.

ADVERTISING

16. In studying advertising students might measure the amount of space in the newspaper devoted to advertising compared to the amount of space devoted to news. A discussion could follow on why a newspaper has advertising, the values and dangers to the public of advertising, the policies of newspapers toward advertising.

17. Next students might bring in ads and underline words that are aimed at influencing prospective buyers. Note the part of speech and function of the words. Consider the following propaganda devices:

    a. Biased headlines

    b. Emotionally slanted words

    c. Glittering generalities used

d. Band wagon technique

e. Plain folks

f. Testimonial

Set up standards for judging advertising.

18. Have students write original ads. They may illustrate them if they have artistic talent.

19. Have students dramatize classified ads--i.e. clip a suitable ad from the paper and act it out--e. g. "Tan Cocker Spaniel lost. Won't eat."

COMICS

20. Have students select favorite comics and tell why they are humorous. Then discuss why comics are important. (They offer relaxation and show insight into character traits--weaknesses and strengths.)

21. Have students discuss or write about comics that do the following:

a. Teach a lesson

b. Show a human weakness

c. Describe a happening similar to one experienced by human beings.

22. Have students evaluate comics:

a. Those that are helpful to society.

b. Those that are aimed at boys and girls.

c. Those that are aimed at adults.

d. Are pictures revealing their message clearly?

e. Are the comic strips detrimental to any aspect of society or any group of people?

CARTOONS

23. Have students study cartoons and explain the significance of each cartoon. What symbols were used?

24. Have students read and tell about well-known cartoonists.

C. Culminating Activities

1. Have students make a holiday or special events or special topic (safety, science, health, columns about people such as "Town Topper") notebook

including news articles, columns, editorials, feature stories, pictures, ads etc. related to the subject. According to the standards set up in class for judging newspaper stories and the responsibility of the free press evaluate each article. Tell by whom the story was written, qualifications of the writer, position and space given to the article in the paper, then write original articles, stories, poems on the same topic.

2. Have various committees clip material useful and interesting to the different departments in school and to the students in the class--e. g. English, foreign languages, physical education, home economics, industrial arts, math, science, music, social studies.

3. Have students write on the topic "How a Newspaper Helps Us to Be More Intelligent Citizens."

4. Have students participate in a panel discussion on their responsibilities in reading a newspaper.

5. Have students compare five other newspapers from other areas and evaluate the papers.

IV. Evaluation

A. Test on newspaper terms, contents of newspaper.

B. Have follow-up discussion and tests on students' continued interest in and use of the newspaper.

Eighth Grade Study of the Newspaper

News - Today and Yesterday

I. Objectives

A. General Objectives

1. To improve one's ability to read a newspaper.

2. To understand the importance of the press in the development of America and democracy.

3. To attain greater skill in securing and interpreting the news and thereby become more intelligent citizens.

4. To evaluate critically several newspapers.

B. Specific Objectives

Developing and Improving Skills in

1. Reading

a. Choosing the right titles

b. Identifying main ideas

c. Getting the facts

d. Recognizing relationship of ideas

e. Weighing fact and evidence

f. Drawing inferences

g. Arriving at proper conclusions

h. Expanding one's reading

i. Varying one's speed in reading to suit the purpose in reading and the kinds of material being read

2. Writing

a. Engaging in all types of writing related to the study of the newspaper--news stories, feature articles, biographical essays, columns, book reviews, TV reviews, editorials, outlines, precis.

b. Using precise vocabulary, correct spelling, punctuation and capitalization.

c. Attaining an ease and accuracy in writing

simple, direct, clear sentences and well developed paragraphs.

3. Speaking

   a. Improving one's ability in presenting a variety of oral activities--panel discussions, reports, talks, interviews.

   b. Evaluating oneself and others according to an effective speech criteria set up by the class:

      (1) Delivery
         (a) Posture
         (b) Eye Contact
         (c) Articulation
         (d) Volume
         (e) Rate
         (f) Expression
         (g) Gesture

      (2) Organization
         (a) Good beginning
         (b) Satisfying conclusion
         (c) Body of speech organized
            1. logically
            2. interestingly
            3. meaningfully
            4. factually

4. Listening

   a. Gaining information and understanding from listening to fellow classmates and adult speakers.

   b. Improving one's ability to evaluate critically material being heard.

   c. Assisting others and oneself by listening to tape recordings of one's presentations and making constructive suggestions in written and oral form.

Eighth Grade Unit

News - Today and Yesterday

II. Content Outline

A. Comparison of newspapers yesterday and today--twenty-five, fifty, seventy-five, one-hundred and more years ago.

1. Appearance
2. News coverage
3. Kinds of material
4. Appeal - content and style
5. Attitude of reporters
6. Advertising
7. Policy of the newspaper
8. Ownership of the newspaper

B. Study of the lives of fighters for a free press.

C. Study of news that made and is making history locally and nationally and analyze the articles for accurate objective or subjective presentation, appeal and value. Note the different kinds of articles, pictures and advertising that focus attention on the historical events.

D. Comparison of treatment of news by leading newspapers.

III. Activities

A. Initiatory Activities

1. Compare how news was handled and brought to the people in small areas years ago and how news is brought swiftly to people all over the world today.

   a. One might tell how the Romans were told news at public meetings in the Roman Forum.

   b. One should emphasize the role of the newspaper in revealing history in the making.

2. Show the film "The Colonial Printer" (25 minutes) and the filmstrip "Zenger and Freedom of the Press." Discuss the importance of the free press and the responsibility of people to keep it free.

3. Next show the modern way of bringing news as revealed in the movie produced by the Minneapolis Star-Tribune, "Miracle at Your Door."

4. Have current or recent local newspapers and other leading United States' papers on the bulletin board with important events having a bearing on history circled in colors. Also have on the bulletin board pictures and articles on some past historical event related to the day's events--e. g. newspaper articles about Alan Shepard's space feat compared to news about the Wright Brothers' first flight. Emphasize how only the newspaper (and radio, TV and news magazines) brought current history to the reader (and listener) immediately when news was made. Also contrast the information given on radio and TV with that given in the newspaper. Cite the influence of each medium on the citizen. What responsibilities rest with the citizen in accepting the news and what responsibilities rest with the newspaper in bringing news swiftly to the world?

B. Development of Unit.

1. Show the film "How to Read a Newspaper." Take notes and discuss main ideas. Write helpful material in a notebook devoted to this unit.

2. Hand out newspapers to each student and have them identify parts of the newspaper, how news is written--inverted pyramid with a lead containing the five "w's"--who, where, what, when, why plus how.

3. Have students list in notebooks newspaper terms encountered and start a spelling list related to the unit.

4. Have students report on the make-up of the paper. Emphasize how important it is for readers to recognize the position of the news article in the paper to realize the importance attached to the news.

5. Have students select an important event in today's history, clip all articles on the subject from the newspaper, identify type of article (news, editorial, background material, cartoon, column, biographical sketch, etc.) and analyze the article:

    a. Truthful account?

    b. Accurate account?

    c. Free from bias? If an editorial, list facts and opinions separately.

    d. How did writer get information?

    e. What were the qualifications of writer?

    f. What was the importance of the news?

6. Next have students take the same event and using several outstanding U. S. papers make a critical evaluation of the treatment of the news:

    a. Space allotted to the coverage of the news event.

    b. Treatment of the event in the various types of articles and pictures.

    c. Writers and qualifications.

    d. Headlines, use of slanted words in both headlines and articles.

    e. Which newspaper did the best piece of work in informing the readers most accurately and most fully?

7. Have students take photographs or secure pictures of historic sites of the local area and write accompanying news stories, columns, feature articles, editorials. Emphasize the need for careful research, accuracy and truthfulness in presenting the articles.

8. Have students select an important period of the

past being studied and make a newspaper using facts as bases for news stories, editorials, cartoons etc. This may be an individual or group project.

9. Have students secure old newspapers or go the the local paper's library or to the public library and study and evaluate the newspapers according to the standards for judging newspapers. Compare the presentation of news, the make-up of the newspaper, the appeal to the reader--both content and style--twenty-five, fifty and seventy-five years ago or earlier and today.

10. Have students select some important event locally and write news stories and editorials on the subject. Have class groups evaluate the writing. Students should interview some local people to secure information. A poll may be taken to get opinions.

11. Have students develop the quotation, "A picture is worth a thousand words." Prove the merit of this quotation by collecting pictures from newspapers and telling why the pictures speak for themselves. Tell why you think the newspaper carried the picture. Is there any emotional slant to the picture?

12. Have students study the history of leading U. S. newspapers and study the lives of outstanding newspaper people of the past and present. Reports, dramatizations, mock interviews would prove to be meaningful and interesting activities resulting from the research.

C. Culmination of the Unit

Have students conduct panel discussions on "The Influence of the Newspaper on Our Country" and "How Newspapers Bring History to Us" and "How Newspapers Have Changed During the Years."

IV. Evaluation

A. Have newspapers for students to read and interpret the news. Students should reveal skill in differentiating between fact and opinion, in varying speed in reading and in comprehending main ideas.

B. Have students take tests on information learned about technical aspects of a newspaper.

C. Have students write essay tests on how and what history has been recorded in newspapers and is being brought to us by newspapers.

Ninth Grade

Study of the Newspaper

How to Read, Use and Write for a Newspaper

I. Objectives

A. General Objectives

1. Understandings for Students to Gain

a. To know the different sections of a newspaper.

b. To learn how to read a newspaper more effectively.

c. To become acquainted with outstanding newspapers throughout the United States and the world and note their differences.

d. To set up standards by which to judge newspapers.

e. To become familiar with the ways in which readers can influence newspapers.

f. To recognize the importance of a free press in a democrary.

g. To become aware of the newspaper as a vital source for studying English as a changing, living, growing language.

h. To apply the knowledge of newspaper methods and mechanics to producing a class newspaper.

2. Attitudes

a. To recognize the newspaper as a valuable source of information.

b. To become so interested in the reading of newspapers that they (students) will continue to read newspapers as a lifetime habit.

c. To develop a constructively critical attitude toward evaluating newspapers.

d. To realize that the newspaper is an important medium in influencing people.

B. Specific Objectives --Develop Skills in

1. Reading

a. To improve one's ability and methods in reading a newspaper.

(1). Varying speed according to purposes of reading and types of material being read--skim, scan, study.

(2). Improving comprehension--getting main ideas, securing facts, understanding words, drawing proper inferences, distinguishing between fact and opinion, drawing conclusion.

(3). Becoming discriminative readers.

b. To develop skills in critical thinking.

(1). Identify the problem.

(2). Define the problem.

(3). Get a hypothesis.

(4). Secure information.

(5). Evaluate data collected.

(6). Draw a conclusion.

c. To enlarge one's vocabulary both through including newspaper, journalistic terms and including new words encountered in wide reading.

d. To extend one's reading

2. Writing

a. To write effectively all types of material--news stories, feature stories, columns, original poetry, editorials, letters to the editor etc.

b. To recognize examples of well-written newspaper articles.

c. To show improvement in developing sentences--complex and compound--and in building paragraphs and to show maturity in handling relationship of ideas.

d. To reveal an accuracy in punctuating and capitalizing and in using correct forms of pronouns and verbs.

e. To recognize the different parts of speech

and the function of each in the communication of ideas.

f. To show improvement in spelling.

g. To enlarge one's vocabulary.

3. Speaking

a. To improve one's ability in giving oral reports and in participating in other oral activities by following a good speech criteria set up by the class.

b. To participate courteously and intelligently in discussions.

c. To learn how to interview people correctly.

4. Listening

a. To increase one's knowledge by listening purposefully and critically to class discussions, reports, lectures.

b. To assist oneself and others by listening objectively and critically to tape recordings and to class presentations and then to give evaluations written or oral.

5. Viewing

To view critically and objectively to gain understanding and knowledge.

Ninth Grade

How to Read, Use and Write for a Newspaper

II. Content Outline

A. Study sections of a newspaper, the function of each section and critically analyze articles. Use canons of journalism as a basis for critical analysis.

B. Compare local weeklies and daily newspapers and various leading newspapers of the nation.

C. Produce a class newspaper.

III. Activities

A. Initiatory Activity

1. Show a movie on newspaper production-- e. g. "Producing a Great Newspaper", "Your Newspaper" or "Miracle at Your Front Door". Take notes and discuss main ideas. Discuss newspaper vocabulary and list in notebooks.

2. Have students take a Quick Quiz on their newspaper reading habits. Analyze and discuss results. Need revealed for emphasis of study on certain areas of the newspaper not generally read. Discuss various sections of newspaper and purpose and appeal of each section.

3. Conduct a survey of how junior high school students read a newspaper and what they read. Each student is to interview ten students.

B. Development of Unit

1. Have students view "How to Read a Newspaper" by Coronet (11 minutes). Follow the movie with discussion, taking notes and practice in reading sections of a newspaper. Teacher probably can arrange to have newspaper publisher send copies at cost for several weeks. The following points would help students develop skill in reading:

   a. Study headlines

      (1). Are they descriptive and fitting? Colorless and misleading?

      (2). Do words in the headlines appear in the article proper?

   b. Note the date-line.

   c. Note the by-line.

   d. Note the source.

   e. Through how many hands did the news pass?

   f. How qualified was the reporter?

   g. Read the lead - Learn the 5 "w's"--who, where, what, why, when and how.

   h. Drop down the column and note the sub-heads and bold face type.

i. What direct dispatches and which syndicated columns appear in the newspaper?

j. Note words that influence the reader--words that denote truth and fact.

2. Assign articles to be read. Have students keep a chart on which is indicated the time taken in reading the articles. Then give a quiz on the main ideas of the article and the attitude of the newspaper reporter or editor toward the subject. Next set up standards used in judging newspaper articles and determine whether newspaper canons[1] are being followed:

a. Responsibility to public--public interest and welfare main considerations.

b. Freedom of the press.

c. Independence from private interests and partisanship.

d. News presented with sincerity, truthfulness, accuracy.

e. News brought impartially without opinions being included except for opinions expressed and identified on the editorial page.

f. The press upholding decency.

g. The press demonstrating fair play.

3. Make a study of the following sections of the newspaper.

a. News

(1). Learn the gatekeeper concept--i.e. the persons who stand at the gate of news and close the gate after accepting news items--reporter, copy desk chief, AP editor, local news editor and reader--and what constitutes news.

(a). Conflict

(b). Timeliness

(c). Nearness

[1]Ethical rules adopted by American Society of Newspaper Editors on April 28, 1923.

(d). Human interest

(e). Prominence of person

(f). Significance of event

(g). Romance and advanture

(h). Animals

(i). Change

(j). Amusement

(k). The unusual

(2). Learn the make-up of a story.

(a). Headline--Related to story, eye-catching? Slanted or objective?

(b). Lead--first paragraph that contains who, where, what, why, when and how--that enables reader to get main details of the story at a glance. More details are given in succeeding sentences. Notice cut-off points.

(c). Style

1. Inverted pyramid

2. Chronological

3. Composite

(d). Date-line

(e). Source of story--reporter, news agency.

(f). Identify the various news agencies--UPI, AP (major), N. Y. Times, N. Y. Herald Tribune, Chicago Daily News, Dow-Jones, Reuters.

(3). Learn how to judge news objectively:

(a). Is the news article truthful, concise, interesting? Has anything important been left out?

(b). Is the news article an edited digest?

(c). Is the writer qualified to write that type of news?

(d). Is the news well-balanced, objective, forceful rather than sensational, biased over-emotional?

(4). Activities related to the study and interpretation of news.

(a). Students keep in notebook news items and list them under four headings leaving space for comments beside each or under each clipping.

Suggested form appears below:

	No. of Page on which News was found	Space Given Column Inches	Source of Story	Main Ideas	Facts-Opinions	Background Needed to Understand News	Other Articles in the paper related to news to give Reader better Understanding of the News
World						e.g. Geography History Economics Language	
National							
Regional							
Local							

(b). Follow an important news item for five days[1] in several other newspapers besides local ones and analyze according to the following questions:

(1). On what page did the first news item appear? Space given?

(2). Where did it appear on

[1] Salsburg, Gertrude, Knowing Your Newspaper, World Book Company, New York, 1953, p. 28.

the succeeding days? Space given?

(3). What other articles--editorials, letters to the editor, columns, cartoons--appeared on the same subject?

(4). Differentiate treatment of news from headline through news story in each paper.

(5). In what other media of mass communication such as radio, TV, movies, magazines was the story carried? What other information on the subject did the newspaper carry that the other media did not furnish and vice versa.

(6). Evaluate the news stories by the standards set up. Which newspapers did an outstanding job in bringing the news to the public?

(7). Who owns the respective newspapers? What factors might influence the nature and accuracy of the news?

(c). Rewrite a narrative story into a news story.

(d). Write news stories using inverted, chronological and composite styles.

(e). Clip a comic strip from a newspaper and write it as a news story.

(f). Take a local school happening or an incident that occurred to you, your relative or friend and write it as a news or human interest story.

(g). Select an incident from a

favorite book and write it up as a happening occurring now.

(h). Keep a list of new vocabulary words encountered in reading newspapers and related material and list under these headings: Give definitions, part of speech, origin.

Technical Words	Interesting Origin Words	Foreign Words	Coined Words	Colorful Words

(i). List topics of news items discussed on radio and in telecasts. Locate same stories in newspaper and note which gave more complete information, less bias.

(j). Give a talk on some news item having human interest. Have listeners determine how the writer has aroused emotions of reader.

(k). Compare a news story in a newspaper and a news magazine-- e. g. U. S. News, Time, Newsweek et al.

(l). Keep a list of names of reporters, check their biographies and tell why these reporters are qualified to write on the subjects. Read and evaluate their stories.

(m). Select an incident from a trip you made and write it as a news story.

(n). Write a factual essay or give a talk on the training and personal qualifications needed by a reporter.

(o). Collect and paste in notebook headlines that are descriptive, truthful, appropriate to article, eye-catching. Also collect headlines that are drab, slanted, misleading.

(p). Write a summary of a longer news item. Have students exchange summaries, evaluate them for accuracy.

(q). Have students measure the percentage of the local newspapers devoted to crime news. Compare with other leading U. S. newspapers. What conclusions can one draw from these findings?

b. Editorial

(1). Discuss background for study and understanding of the editorial section of local and national papers.

(a). Purposes of the editorial.

1. To inform

2. To reform

3. To crusade

(b). Point out where editorials are found.

(c). Note whether editorial page is identified as such.

(d). Recognize types of editorials.

1. Cartoons

a. Humor

b. Satire

2. Straight editorials

3. Syndicated editorials

4. Letters to the editor (serve as a forum of public opinion).

(e). Set up standards for judging editorials:

1. Interesting to read--sincere, accurate, truthful.

2. Competently informative, objective, not sensational.

3. Helpful to readers in solving problems facing them.

4. Helpful to readers in interpreting the news to show straight thinking, present logical ideas with evidence.

(f). Become aware of how the editorial policy of a newspaper is established.

1. Publishers, editors, advertisers can influence policy.

2. Better editorial policies are found in newspapers having a qualified staff of editorial writers who have experience and background and believe the newspaper is a public servant.

(2). Activities Related to Study of Editorials.

(a). Collect a series of editorials on same topic but from different papers. Note difference in treatment of the subject. Why the difference? Rate editorials according to standards.

(b). Have committees collect editorials from local papers on different subjects and analyze them-- For whom directed? What action is proposed?

(c). Write letters to the editor on some question that vitally concerns the community and which is being discussed in the editorials and news of the paper.

(d). Prepare an editorial suggesting some action on a school problem. Submit it to the school newspaper staff.

(e). Analyze editorials in local and national papers for well developed, creatively written paragraphs.

(f). Study the editorials (letters to editor also) from the local paper for a week or longer and answer the following questions:

1. Policy of the newspaper as shown in the editorials.

2. Does content reveal logic, background knowledge on the subject, new insights?

3. Does the selection of letters to the editor reveal an attempt to balance the editor's ideas on an issue with the opposing view on the same issue? Explain--

4. Are any propaganda techniques used--social, political, psychological?

a. Band wagon device.

b. Name calling device.

c. Glittering generalities device.

d. Testimonials device.

e. Plain folks device.

f. Card stacking device.

g. Transfer device

(g). Compare news picture and cartoon.

(h). Cut out and discuss cartoons on editorial page. What value are they? Symbols used?

(i). Give biographies of famous or well-known cartoonists. Include

local cartoonists. Interview them and share results with class. Emphasize philosophy of cartoonist.

(j). Write captions for editorial cartoons.

(k). Study cartoons on same subject. Note the different interpretation of the news.

(l). Study the writing of local columnists. Note style, tone--e. g. George Grim, Robert Murphy, Will Jones.

(m). Study syndicated editorial writers' work.

1. List names--Walter Lippmann
Ronnie Drummond
Sylvia Porter
Alsops
Arthur Krock
Clark Mollenhoff
Robert Novits
Doris Fleeson
Jaime Keston
David Lawrence

2. Note point of view of columnist--attitude toward country.

3. Type of subject matter dealt with.

4. Style of writing.

a. Tone--serious, fearless, conciliatory.

b. Lucid.

c. Direct.

d. Imaginative, descriptive.

e. Use of words--exact, clichés, figures of speech.

(n). Study career of one of the distinguished 19th and 20th century of personal journalists and write an evaluation of his editorial influence. Give orally a stimulating talk on this research.

William Garrison
Horace Greeley
Charles Dana
Lincoln Steffens
Joseph Pulitzer
William Allen White
Ernie Pyle
Scripps

(o). Interview a local editor. Find out what code of ethics editors follow, how many editorial writers are on the staff of a local paper, how do writers select news to be editorialized. Give a report of the interview. Write a thank you letter to the editor.

(p). Select well-written editorials and post on the bulletin board. A standard for judging well-written editorials might include these points:

1. Appealing, appropriate headline.
2. Interesting beginning.
3. Effective conclusion.
4. Clear division of the subject.
5. Imaginative, original writing.
6. Use of strong, vivid verbs.
7. Use of well-chosen examples.
8. Use of effective analogies.

(q). Have students write editorials on subjects of interest to them. Have a committee evaluate them according to standards

set up. Have an award to give to outstanding editorial. Post best ones on bulletin board.

(r). Compare fictionalized and movie versions of newspaper editor's and reporter's life with actual life of an editor or reporter, e. g:

Front Page - Hecht

Peggy Covers the News - Bugbee

(s). Read back copies as well as current copies of local newspapers to see what projects for the good of the community the paper has sponsored.

c. Special Feature Pages - Women's Page, Society, Hobby, Book Reviews, Movie Reviews, Sports, Comics, Travel.

(1). Make a chart that includes all items above and identify by name the features that are included in the local daily and Sunday newspapers.

(2). After studying the "Town Topper" page for a week, write a biographical essay on a well-known person in school or a family member or friend. Next interview an important person and write a "Town Topper" sketch.

(3). Study a series of advice columns-- "Dear Abby", "Dear Ann", "Advice to Teen Agers" and tell the content, appeal and style of writing. Why is the newspaper carrying these special features?

(4). Clip and mount articles on health, safety, and science. Summarize main ideas. Why are these valuable and appealing to the reader?

(5). Give a talk on a travel article appearing in the newspaper.

(6). From material given on an area in the world expand the material into

a travel essay with illustrations from ads in magazines or with original sketches.

(7). Review a book recently read as if you were a newspaper book review critic.

(8). Clip and mount book reviews of books you desire to read. List the books under headings--fiction, biography, poetry, history, science, art, music. Note who the reviewers of books are. Why are they chosen?

(9). Watch worthwhile TV programs of various kinds--variety, drama, musical, documentary--and evaluate them as a TV critic.

(10). Study hobby articles and tell value and facts learned in well-developed, detailed paragraphs. Write a hobby article; include diagrams.

(11). Give a chalk talk on how to do something using hobby articles as a source of information.

(12). Study the sports pages.

(a). Note regular writers, their subject.

(b). Note style of writing, colorful words and figures of speech used in sports columns. List examples.

(c). Collect and analyze sports articles. Are there opinion as well as factual articles?

(d). Write a factual newspaper article about your favorite sport.

(e). Write a biographical sketch about a favorite sport personality.

(f). Cover an important sport event. Write a news article. Then broadcast your news item.

(g). Compare several papers' coverage

of a national sports event.

(h). Write a column "Little Known Facts About_____".

(i). In sports stories underline vivid, well-written sentences, forceful verbs used, concrete nouns used.

(13). Study of Comics.

(a). Tell why comics are important--(They show humor and reveal human nature.)

(b). Give examples of various types of comics. Edgar Dale lists them as mystery, adventure, crime, homely philosophies, comic hero type, comic strips about boys and girls, comic strips about people like ourselves.

(c). Which comics appeal to boys, girls, men and women?

(d). If you like to draw, try drawing a comic strip.

(e). Write a letter to the editor commending or criticizing a comic strip carried by the local newspaper.

(f). Write a paragraph or paragraphs describing your favorite comic. Show how humor is produced--using exaggeration, pointing out human frailties etc.

(g). Select a favorite comic writer and give a biographical sketch in written or oral form.

(h). Rate comics according to standards set up--Do they create humor in their strips by

Laughing at cruelty to animals?

Laughing at cruelty to people?

Belittling handicapped people?

Poking fun at authority?

Depicting animal as more clever and intelligent than man?

Making unworthy practices attractive--bad language, fighting, cowardice etc.

d. Study of Advertising.

(1). Discuss why advertising is important to a newspaper (Almost 2/3 of the income of newspapers comes from advertising; therefore the cheap cost of a newspaper to the reader).

Set up standards for judging advertising.

(2). Discuss the kinds of advertising and the importance of each to the reader.

(a). National

(b). Retail - local

(c). Classified

(d). Legal

(3). Discuss the five fundamentals of good advertising:

(a). Get attention.

(b). Show people advantages of the product.

(c). Prove to the people advantages of the product.

(d). Persuade people to buy the produce.

(e). Ask for action from the buyer.

(4). Make a chart to indicate the amount of space devoted to advertising in local papers during a week. Compare

this space to news coverage space. Note regular advertisers.

(5). Study advertisements and evaluate them.

(a). Kinds of appeals--snob, fear, security.

(b). Underline in various colors different parts of speech used to influence prospective buyers--i. e. adjectives, verbs etc. Summarize in a paragraph the power of the ad because of the words and style used--e. g., Use of simple, clear, vivid words. Use of questions.

(c). Against public well-being?

(d). In good taste?

(e). Any wild claims made?

(f). Typography, legibility of type, make-up-smudges, clear-cut type of print, relation of news to advertisers.

(6). Make a list of new words used in advertising.

(7). Note use of punctuation in ads.

(8). Analyze after studying classified ads the kinds of jobs in area most available.

(9). Study and report on reader interest in advertising.

(10). Report on changes in advertising over the years. Secure old copies of papers and note changes in appeal, placement, sponsors, regulations.

(11). Have a panel discussion on

(a). Benefits to society performed by advertisers.

(b). Responsibility of advertiser.

(c). Curbs necessary for advertisers.

(12). Select an ad and write the story behind the ad in a descriptive, imaginative style.

(13). Investigate the policy of the local newspapers toward advertisers. Study ads to see whether the publisher adheres to this policy.

C. Special Projects.

1. Visit a newspaper plant. Keep a list of technical words used by guide.

2. Keep a scrapbook in which are displayed as many types and purposes of newspaper writing as you can find. Identify purposes and evaluate each article by standards of good writing set up in class.

3. Select a subject and compare the treatment of the subject in ten different leading newspapers. Use different types of news articles.

4. Read and share in written or oral form non-fiction and fiction accounts about newspaper people and the newspaper career.

D. Culminating Activities.

1. Organize the class into a newspaper office with staff and produce a class newspaper. Elect or select an editor and area editors who will be responsible for assignments from staff writers, copy readers, proof readers etc.

2. Compare weekly and daily newspapers in the local area. Then state functions, content and emphases of each. Consider the physical make-up, type of printing, the kind of editorials presented, staff writers, use of pictures and type of advertising.

IV. Evaluation.

A. Spelling and vocabulary tests.

B. Test on facts, attitudes and understandings gained in the newspaper study.

C. Test on reading critically a newspaper.

D. Evaluate the class newspaper.

Tenth Grade

A Newspaper Unit

Democracy and a Free Press

I. Objectives.

A. General Objectives.

1. To learn to read the press intelligently, knowing the newspaper contents well.

2. To become a more informed, intelligent citizen through using the newspaper as a source of information.

3. To become aware of and alert to prcpaganda.

4. To realize the importance of a free newspaper in a democracy.

5. To recognize the differences in standards of newspapers.

B. Specific Objectives - Improve Skills in

1. Reading

a. To recognize propaganda.

b. To read more quickly and comprehensively.

c. To read discriminately.

d. To read more widely.

e. To adapt one's reading to the material being read and purposes of reading.

2. Writing

a. To communicate ideas in written form so that others understand ideas.

b. To show maturity in developing sentences and paragraphs and to reveal an understanding of the relationship of ideas.

c. To use proper usage, mechanics of writing--punctuation and capitalization.

d. To spell correctly.

e. To show through the communication of ideas a growth in vocabulary development.

3. Speaking

   a. To engage in different types of speaking activities and to reveal an understanding of what constitutes effective speech and through the participation in oral work show improvement in speaking with poise, direct eye contact, with expressiveness, forcefulness, clearness and with something worthwhile to say.

4. Listening.

   a. To listen attentively and intelligently for main ideas, evidences of straight and faulty thinking and to incorporate worthwhile ideas in one's speaking and writing activities.

5. Viewing.

   a. To view objectively and critically to gain understanding and knowledge.

Tenth Grade

Democracy and a Free Press

II. Content Outline.

A. Study of the history of the press in America.

B. Study of the role of the free press in a democracy.

1. Obligation of the press to follow the canons of journalism in bringing the news to the reader.

2. Responsibility of the press to promote worthwhile projects in the community.

C. Study of the responsibility of the reader in maintaining a free press.

Democracy and a Free Press

III. Activities.

A. Initiatory Activity.

1. View the film "Freedom of the Press" or "Democracy's Diary". Discuss the main ideas of the film and the role of the free press in America.

2. Have students take an inventory of their newspaper reading habits. This inventory may be done at the blackboard or may be mimeographed. Discuss how the reader's intelligent reading of the newspaper contributes to a better press.

Suggested Inventory

Name of Student_____.

Time spent in reading newspaper_____.

Sections Read	Time Spent	Preference	How Often Read
News			
Editorial			
Sports			
Comics			
Hobby			
Women's section			
Advice			
Science			
Radio, TV Reviews			
Advertising			
Retail			
Classified			
Legal			
National			
Vital Statistics			
Weather			

[illegible] Grade : Democracy and a Free Press (Unit $_{4}$)

B. Development of the Unit.

1. Have students report on particular articles and books dealing with the history of the newspaper in America, e. g., July 4, 1901, Saturday Review of Literature.

2. Make a study of events and persons that have played important roles in the freedom of the press. Have various groups discuss aspects of the topic. Have all students take notes on oral presentations.

3. View the film strip "John Peter Zenger and Freedom of the Press".

4. Have a committee clipping articles related to freedom of the press and the curbing of this freedom. Have reports by members.

5. Discuss the obligations of the press to the community, e.g. canons of journalism. Develop these standards to what analysis your local newspaper for a week or a longer period of time.

a. News

(1). Reality.

(a). Entertain?

(b). Accurate?

(c). Significant?

(d). Relevant?

(e). Objective?

(2). Views

(a). What are opinions worth the paper?

(b). Writing

(c). Relevance

(d). Have letter complaints of one-sidedness, use bias, use name calling, loaded words, radio

(e). Reviews' qualifications.

(3). Space allotment and place in newspaper.

(a). Crime news.

(b). Foreign news.

(c). Local news.

(d). National news.

(4). Pictures.

(a). Sensational, emotional, fitting, in good taste.

(b). Clear or smudged.

(5). Headlines.

(a). Appropriate or misleading.

(b). Objective or slanted.

(c). Eye-catching or drab.

b. Editorials.

(1). Are the editorials or [illegible]?

(2). What is the purpose of the editorial?

(a). To inform?

(b). To interpret?

(c). To arouse?

(d). To entertain?

(3). Do they try to edit the news?

(4). Do they take clear stands on vital issues?

(5). Are they fair-minded, clear logic, straight thinking, do they back up their statements with evidence, do they allow space for conflicting opinions?

(6). Are the editorials dealing with matters of local, national and world importance?

(7). Are there provincial editorials?

Who are they? In what topics do they specialize? What is their background? What is their attitude toward their topic, their country?

(8). Are there cartoon editorials? What type of humor is presented? How do they influence the reader? What symbols are used?

(9). Is there evidence of control of thought by publisher, political or economic groups?

c. Advertising.

(1). Amount of space devoted to advertising?

(2). Is advertising attractive?

(3). Is it in good taste?

(4). Is it serving best interests of the public?

(5). Is it honest or fraudulent advertising? Are extravagant claims made?

(6). What is the newspaper policy toward accepting advertisements?

(7). Who are the biggest advertisers?

(8). Is there evidence of advertisers affecting newspaper editorial policy?

(9). Why is advertising necessary to the paper?

d. Special features.

(1). Are all areas represented to appeal to all kinds of people--children, women, men, sensitive souls, hobbies, sports, society, entertainment etc.?

(2). Are qualified persons writing the articles? Who?

(3). Are any articles syndicated?

e. Does the local editor or editorial newspaper's stand

on some vital issue of the community or nation.

7. Find examples of well-written newspaper articles of past as well as of present.

8. Have students write news stories and editorials related to some community or school project. Have them identify the purpose of the editorials.

9. Have students study propaganda techniques and analyze the news and editorials for examples of the use of slanted words, emotionally charged words, glittering generalities, associational devices such as name calling, transfer, testimonial, plain folks, card stacking and band wagon.

10. Have students compare a local weekly and daily newspaper. Have a discussion on the values to society of both types of newspapers.

11. Have students analyze tabloids.

12. Have students investigate what community projects the newspaper has supported. How? Of what value to both the community and the newspaper?

C. Culminating Activities.

1. Have students analyze for a week or longer several of the nation's leading newspapers. Evaluate them.

2. Have students study an issue discussed in the paper and do further research to get a clearer understanding of the issue. Then discuss orally or write series of columns or editorials and feature stories on the topic.

3. Have students write a critical review of a book read that was related to the study of this unit.

4. Have students make a study of ways in which freedom of the press is endangered.

D. Evaluation.

1. Essay test on "The Role of the Free Press in America" and "The Reader's Responsibility in a Democracy".

2. Factual test on the contents of a newspaper and the history of the newspaper in America.

Eleventh Grade

Propaganda and the News

I. Objectives.

A. General Objectives.

1. To read newspapers intelligently by knowing what they contain.

2. To become aware of and distinguish propaganda both good and bad.

3. To become a better informed citizen through newspaper reading.

4. To realize the importance of newspapers in America.

5. To recognize the importance of the reader in building a better press.

B. Specific Objectives - Develop Skills in

1. Reading

a. To improve skills in reading rapidly and comprehensively.

(1). Getting the right title.

(2). Securing main ideas.

(3). Collecting facts.

(4). Drawing inferences.

(5). Differentiating between fact and opinion.

(6). Drawing conclusions.

b. Reading to improve one's vocabulary.

c. Reading to widen one's horizon.

2. Writing.

a. To write skillfully many types of material - examination, outlines as well as technical news stories, editorials etc.

b. To develop a reading, accurate and enjoyed vocabulary from words encountered in reading and in studying the newspaper.

c. To show accuracy and skill in handling punctuation and capitalization and usage in building ideas into paragraph units.

3. Speaking.

a. To show the qualities of an effective speaker in various types of speaking assignments related to the unit.

b. To assist others in improving in speaking

4. Listening.

a. To listen purposefully for ideas to enlarge one's storehouse of knowledge.

b. To listen critically to detect faulty reasoning, propaganda.

c. To listen to improve one's speaking ability.

5. Viewing.

To increase one's understanding of topics

Eleventh Grade

Propaganda and the News

II. Content Outline.

A. What is propaganda?

B. What are the techniques used in propaganda?

C. Examples of propaganda in the various sections of newspapers, in radio and television programs.

Eleventh Grade

Propaganda and the News

Information helpful to the teacher and student in the study of propaganda from the book How to Understand Propaganda by Alfred Lee.

I. Six Approaches to Propaganda Analysis.

A. Content Analysis.

B. Personnel.

C. Communicational.

D. Organizational.

E. Motivational.

F. Overall Strategic Techniques.

II. Discussion of These Approaches.

A. Content Analysis.

1. A B C Pattern is general pattern.

a. A = Appeal - come-on. It is part of the message that has interest for the intended public.

b. B = Bond, the tie-in between appeal and commodity.

c. C = Commodity - the service, idea, project, cause, country that the propagandist is pushing.

2. Methods for analysis - techniques to be used by citizens to detect what the propagandist is using.

a. Techniques of basic procedure.

(1). Selecting the issue--i.e., terms of competition or battleground.

(2). Name calling - citizen "applies set of logic interpretations, factual selections, rhetoric to make the cause seem noble and honorable."

(3). Classification - devices propagandist employs to short, dramatic formulas.

b. Common Symbols used by propagandists to build their propaganda.

(1.) Emotion rousing symbols.

(2.) Concepts that are frequently myths. Myths in this case are defined as "stereotypes of a cherished value, usually based on hope or fear." (Read Bastin, the Sociologist).

(3.) Name-calling symbols--e. g., Yankee, reactionary, Red, sissy, moron, immature.

(4.) Glittering Generalities.

Health, medicine, religion, science, brotherhood, civilization.

c. Techniques of Identification.

(1.) Transfer and testimonial.

(2.) Plain folks and band wagon.

e. g., Ideas are good because they come from the people.

Everybody uses it!

(3.) Guilt and virtue by association.

2. Personnel - Identify kinds of propagandists and what they represent. What are they promoting? Is he cause for the good of the people or just of the cause regardless of the effect?

3. Financial - Head of the organization.

4. Specialist in social action - Lobbyist, agitator, professional worker.

5. Front - Prominent people who let their name be identified with a movement, organization etc.

6. Persuasion.

7. Device } Rank and file member.

8. "Card or member" }

9. Fellow travelers - Sympathizers with a program but not members.

C. Communicational Approach through Media.

Kinds of Media.

1. Formal - institutionalized with large capital.

   a. Books.
   b. Magazines.
   c. Newspapers.
   d. TV.
   e. Motion Picture.

   } Less available to social actionists than to publicists.

2. Informal.

   a. Leaflets.
   b. Placards.
   c. Hand bills.
   d. Speakers.
   e. Pickets.

3. External.

   a. Special Periodicals.
   b. Pamphlets.
   c. Institutes.
   d. Conventions classes.

4. External - Direct.

   a. Paid advertisements in newspapers and magazines.
   b. Sponsored radio-TV programs.
   c. Billboards.
   d. Direct mail.

5. Communicated - Direct.

   a. Book volumes.
   b. Periodical articles and fiction.
   c. Newspapers.

d. Speeches.

e. Letters to editors.

f. Signed items as special statements in news columns.

6. Indirect.

a. News.

b. Facts.

c. Logic.

d. Endorsements or rejections of program.

B. Organizational.

1. Three Tactics of Strategists with Organizations.

a. Exploitation of common interests among organizations--e. g., lobbying.

b. Creation and exploitation of front organizations to be "used, controlled, strengthened, weakened or avoided as its subtle propagandistic purpose." (need to have an objective and detailed view of propagandist's struggles to determine accurately identities of interest or of control.)

c. Sowing from within of committed organizations.

2. Social Psychological Aspects of Organizational Approach.

a. Size of organization.

b. Physical resources.

c. Cohesiveness and morale in organization.

d. Staying power and continuity.
Common group interest = basis of association?

e. Stability = Depends upon current exploitation of opposition.

f. Adaptability.

g. Inter-group relations.

E. Motivational Approach.

1. Propagandist appeals to public's needs, interests, wants, desires, fears, curiosities.

2. Propagandist wants and needs to know motives (moral, morale, sentiments) attitudes, sentiments of people.

F. Overall Strategic Techniques Used.

1. Hot potato.

2. Old dependable - stalling.

3. Least of evils.

4. Scape goat.

5. Change of pace.

6. Big test.

7. Conflict, appeasement, confusion.

8. Big lie, censorship, self-defeating.

9. Person to person - the sincerity pays.

10. Progress of deeds and leadership.

III. Activities.

A. Introductory Activities.

1. Have students take a diagnostic test on the contents of a newspaper. Purchase of a newspaper. After a check on the results, divide students into groups to review the various sections of the newspaper: news, editorial, features, sports, advertising, review at class time the contributions of a good story, to review newspaper vocabulary, to exchange ideas about the leading newspapers in the United States and to state the obligations of the press to bring news to the reader with truth, accuracy, and objectivity as the goals.

2. Give the words, "Propaganda Techniques". Discuss and let them make ideas to introduce. Also "Public Opinion" might be done also.

B. Development of the Unit.

1. Students then proceed to study propaganda analysis

by reading from books, periodicals and listening to lectures etc.

2. List and discuss propaganda words found in print.

3. Find catch phrases and emotionally-loaded words in newspapers during a three day period.

4. Trace in several papers for two weeks an important event. Clip, paste in notebook and analyze according to this guide:

   a. Page and position and space given to story.

   b. Type and size of headline. Appropriate or misleading, slanted headline. Replace unfair word with more accurate word.

   c. Length of story.

   d. Who wrote story? Qualified writer? Biased? Does he represent any group, organization, political party, economic group?

   e. What news service supplied the news? How do news services affect the news?

   f. List words or phrases that are propaganda--good or bad.

   g. List facts and opinions separately for each article.

   h. Are any opinions given as facts?

   i. Evaluate the newspaper on the basis of the analysis and use the standard for judging newspapers that were set up in class.

5. Study cartoons and photographs. What symbols were used in cartoons? What emotional appeal was made in the photographs? Were there any evidences of propaganda techniques and strategies of propagandists being used?

6. Find examples of good and bad propaganda being used in comics.

7. Study series of ads and analyze for propaganda. Keep in mind content analysis, propaganda techniques. Write original ads using propaganda devices.

8. Select a major controversial issue. Read on both sides of the issue and analyze:

a. Analyze arguments. Differentiate between fact and opinion.

b. Who are the personalities or what groups involved?

c. Is there a propagandist? If so, who? Is he a technician or social actionist? What is he promoting? Is it for the good of the people.

d. What approaches did he use? What methods of propaganda did he use? Define the pattern of propaganda.

e. What underlying social tensions gave rise to propaganda?

f. Who is fighting whom? For what cause?

g. What methods are being used to fight the propaganda? By whom?

h. From your study, what are your conclusions regarding the presentation of the news by the newspapers you analyzed? Which newspaper was serving the public in the best way?

C. Culminating Activity.

1. After completing the analyses of several newspapers including the local ones for several weeks, answer in written essay and finally in group discussions these questions:

a. How are newspapers available to propagandists?

b. What is the financial situation of the paper? Who owns the newspaper? What other business holdings does the owner have? What is the circulation of the paper?

c. What is the editorial policy of the paper?

d. How effectively are propagandists using newspapers? In what area?

e. What group is the propagandist representing? What interest of the group is he promoting?

f. What techniques and appeals are being used?

g. How does this propaganda affect you? (and other citizens).

h. If this is bad propaganda, how can you counter attack it?

IV. Evaluation of the Unit.

A. Test on recognizing propaganda in the newspaper (knowledge of terms and techniques included).

B. Ability to discern and analyze propaganda in print, in advertising, on radio, TV, in movies.

Twelfth Grade

Newspaper Unit

A Comparative Study of Newspapers

and a

Content Analysis of Newspapers
and Magazines

I. Objectives.

A. General Objectives.

1. To become more proficient in reading a newspaper.

2. To make increased use of the newspaper as a source to inform, to entertain and to assist the individual in interpreting the news.

3. To broaden one's reading interests.

4. To realize the responsibilities that lie with both the free press and the enlightened, critical reader in maintaining a democracy.

B. Specific Objectives - Develop Skills in

1. Reading.

a. To improve speed and comprehension.

(1). Select correct title.

(2). Pick out main ideas.

(3). Secure facts.

(4). Differentiate between facts and opinions.

(5). See relationship of ideas.

(6). Draw proper inferences.

(7). Draw accurate conclusions.

b. To broaden one's reading.

c. To become a more critical reader recognizing propaganda and evaluating newspapers objectively.

2. Writing.

   a. To show skill in writing different types of material--factually and creatively.

   b. To reveal an enlarged vocabulary in both speaking and writing.

   c. To demonstrate a working knowledge of good usage, proper capitalization, punctuation.

   d. To practice correct spelling.

   e. To show growth in constructing sentences, building paragraphs and in communicating ideas in a clear, fresh, forceful and organized style.

3. Speaking.

   To engage in many speaking assignments related to the unit and to demonstrate an understanding of the fundamentals of effective speech both in delivery and in the organization of the speech.

4. Listening.

   To show maturity in listening courteously and intelligently so as to broaden one's ideas and critically examine ideas distinguishing fact from opinion, reason from emotional appeal, detecting false inferences or unsubstantiated evidences and suspending judgment until all sides of the question have been investigated.

Twelfth Grade

A Comparative Study of Newspapers

and

Content Analysis of Newspapers and Magazines

II. Content Outline.

A. Review of the various sections of a newspaper and recognition of outstanding local and national newspaper writers.

B. Study of subjective and objective reporting.

C. Critical evaluation and comparison of leading newspapers of the United States and the world.

D. Study of the influence of the press on policies of the government and on shaping opinion.

III. Activities.

A. Initiatory Activities.

1. Have a quiz on "Who is He?" and "What Is It?" with names taken from the news, editorials, sports pages, columnists, comics and facts from different sections of the local newspaper.

2. Quiz will reveal the need for a review of the various sections of the newspaper, its make-up, news services, canons of journalism and policies of papers. Group might be assigned or might volunteer to give illustrated talks on various aspects of newspaper make-up, contents, news services etc.

B. Development of Unit.

1. Discuss the responsibility of the press in not being influenced by pressures of groups. Have students find examples of slanted reporting in headlines, news stories, editorials, ads, comics etc. Bring in examples of propaganda devices used.

2. Have students bring in well-written stories. Analyze them. Use them as models for writing news, editorials, feature stories, special articles for the school newspaper.

3. Have students study the local newspaper for a week or longer and analyze some feature of the local newspaper--e. g., editorial policy, sports coverage, handling of news, special feature departments' attempt to reach various levels and interests of readers etc. Have students be detailed and definite in their analyses.

4. View movie "Journalism in Perspective" by the University of Wisconsin, or "In Black and White", from British Information Center, a comparison of British weekly and its influence on the community and city daily. Take notes and discuss.

5. Have students make a study of the differences in the leading newspapers of the world and in the U. S. Consider these points:

a. Policies.

b. Freedom of the press.

c. Ownership.

d. Coverage of news.

e. Content - Style of reporters - Quality of writing.

f. Style - appearance.

g. Make-up.

h. Circulation.

i. Influence on society.

j. Price per copy.

6. Have students select several important events and background the news as completely as possible--e. g., give historical, geographical, economic background. Give bibliography.

7. Have students read and compare several leading U. S. newspapers according tc this guide.

Title Location

Number of pages.

How often published.

Cost

Format of front page.

Make-up

Editor

Owner

Amount of space devoted to each department.

News, editorial, sports, special features, comics, advertising et al.

Amount of space devoted to crime.

News services.

Syndicated columnists.

Pictures used.

Then take one section, read critically and evaluate.

Also students might study the same newspapers for an evaluation of the papers' attitudes toward foreign news, labor, education, national administration, government controls, race prejudice, public officials, crime, advertising.

8. Students might make a content analysis' in the following way:

   a. Select some important news event and background it by studying the daily news treatment of it and also a certain news magazine treatment of the event for a period of several months.

   b. Classify articles - Editorial and Advertising as to

relevant	and	non-relevant
Relevant are those whose main topic is the topic. Then specify which aspect of the topic the articles dealt with.		Those not fitting the description given for relevant articles.

   c. Make a sentence analysis. From this analysis basic assumptions result. Use graphs etc.

   d. Sign vehicles classify in five ways:

      (1). Very favorable.

      (2). Favorable.

      (3). Neutral.

      (4). Unfavorable.

      (5). Very unfavorable.

   e. Test hypothesis.

C. Culminating Activities.

Panel discussions on

1. "The newspaper as a social phenomenon".

'Similar project was carried on by Bill Hieronymus, a junior in the class of Mr. H. Wuben, University of Iowa High School, under the supervision of journalism professor, Mr. William Porter.

2. "The newspaper as a public institution".

3. The newspaper contributes to and influences a nation's policies.

IV. Evaluation.

A. Factual test on a newspapers' functions, the contents of a newspaper, outstanding newspapers and newspapermen.

B. Critical essay on "These Are Leading Newspapers Because _____."

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for Units on the Study of the Newspaper

Grades 7-12

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Technical aspects of newspaper format clearly and illustratively pointed out.

* Arnold, Elliott Nose for News, Row Peterson, New York, 1941. 64 pp.

Realistic, readable picture of a reporter's life with examples given to reinforce points. Cartoon type pictures.

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A valuable help in understanding how to do content analysis.

* Berger, Meyer The Story of the New York Times 1851-1951, Simon & Schuster, 1957.

A review of not only the New York Times but also the life of the community. Fascinating documentary book, readable, descriptive, illustrative emphasizing important events--e. g., "Rotogravure process used in World War I", "Legend of British Gold," the story of the Lindbergh kidnapping et al. Included also New York Times editions that announced important world happenings, tables of circulation and types of advertising for the past years.

** Bernays, Edward Engineering of Consent, University of Oklahoma, 1955.

[NB]Items not starred are for teacher's use only.
*Starred items may be used by both students and teachers.
**Double starred items may be used by capable senior high school students and teachers.

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Various experts discuss the influence of the newspaper on the public. The book reveals factors newspapers have to deal with that contribute to bias and impartiality.

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Readable account of basic facts on journalism.

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Discussion of relationship of press and government handled well.

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Clearly written, factual book by University of Minnesota professor of journalism on the character of news, news concept, "The Right to Know". Also discussed are communication of news, qualities of news, channels of news, gathering and writing of news, evaluation and selection of news.

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Thought-provoking book. Study of mass communication in the education of the people in public affairs. The committee recognizes that mass communication is the most powerful, single influence on American culture and public opinion.

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An excellent, most helpful book on what is a newspaper, getting behind the news, with sections of the papers being described in detail. Practical activities for classes suggested. Freedom of the press is discussed. Examples and illustrations add to the value of the book.

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Sections discuss

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2. "Historical Perspective" Breaking down barriers, technological growth, film, TV.

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2. How does propaganda influence society?
3. How can we resist efforts of propagandists?

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